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ABSTRACT

This workbook was written to help students, parents, and support staff prepare "transition plans" to help students with disabilities get ready for living in the adult world. (Such transition planning should start four to five years before students leave school.) Written in simple language and short sentences, the workbook contains seven sections. The sections cover the following topics: what the workbook is about, terms everyone should understand, some things to think about, knowing strengths and needs, deciding what to work on, getting ready for the transition plan meeting, and a checklist for the meeting. The workbook asks questions and provides space for students/parents to answer them in order to think about what should be in the transition plan. (KC)

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A Consumer Guide to Transition Planning

for Students, Parents and Advocates

Prepared for the Sonoma County Transitions Project

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A Consumer Guide to Transition Planning

for Students, Parents and Advocates

Here is what you will find on the following pages:

- *What this workbook is all about*
- *Some words & terms you should know*
- *Some things to think about*
- *Knowing your strengths and needs*
- *Deciding what to work on*
- *Getting ready for your transition plan meeting*
- *A checklist for your meeting*

Also Written by
William T. Allen, Ph.D.

"A Consumer Guide to the Individual Supported Employment Plan"
"How to Help Write Your I.P.P."

Available from Area IV Board
1700 Second St., Suite 384, Napa, CA 94559

What this Workbook is all about

Leaving school can be an exciting time. It means leaving old friends and places. It also means getting ready to live and work in the adult world.

To help you get ready, you need to start thinking about what will help you be as independent as you can be. This is called "transition planning" and it should start 4-5 years before leaving school.

Students, parents, teachers, case workers and providers of adult services should all help work on Individual Transition Plans. These plans should help students get the training and information they need to make the right choices when they are ready to leave school.

If you or someone you know receives services from a school, please read and use this workbook. It was written to help people get ready for their transition plan meeting.

Some Words & Terms You Should Know

Future: One to five years from today.

Goal: This tells the general direction a person is going in, like "living in an apartment or working in the community."

Individual Education Plan: This is a written plan which tells a student's present strengths, and goals and objectives for the school year. The I.E.P. is written for students who receive special education services.

Individual Program Plan: This is a written plan which tells a person's strengths and needs. It also lists goals and objectives for things that a person wants to learn now and in the future. The I.P.P. is written for people who receive regional center services.

Individual Transition Plan: This is a written plan which tells what a person will need to live, work and play as adults. It should be written at least four years before someone is leaving school. The I.T.P. is written with the help of the student, parent, teacher and regional center staff.

Regional Center: The regional center helps people get the services they need through the Individual Program Plan. Once the plan gets written, it is up to the regional center to get the things it says you need.

Special Education: Provides individual education programs for students with special needs in the areas of work, leisure and independent living skills.

Transition: Movement from one kind of program to another, for example, moving from special education to work.

Other terms or words I need to know.....

Term or word	What it Means

Some Things to Think About

1. For students who receive special education, the law says that everyone has the right to get the kind of education that they need. If students need training in different types of community work before they graduate, this is something to ask for in the I.T.P. and the I.E.P. meeting.

2. For people who receive regional center services, the law says that an I.P.P. must list things that will help improve someone's skills or solve their problems in a certain way and in a certain amount of time-like "After John has learned about money management in the classroom, he will get a chance to practice it in the community each week."

3. People learn things best in the places where they happen-like shaving in the bathroom or making a bed in the bedroom.

4. People learn things best when they use the real item-like using real money when learning how to count.

5. People learn things best when they do them at the time they are usually done-like brushing teeth after a meal or before going to bed.

6. People learn best from other people-like learning how to work in places where other people work.

7. People learn best when the things that they learn are useful-like using the telephone or how to write a check.

8. It is important to think about things to learn that will help you become more independent where you live, work and play right now and where you will live and work and play in the future.

Things about You

Where do you live now?

Where do you want to live in the future-after you leave school?

___ at home **___ board and care**
___ on my own **___ with a roommate**
___ other: _____

What kinds of work do you do now?

What kind of work do you want to do in the future-after you leave school?

What type of benefits do you receive-like SSI or Medi-Cal?

What do you do for fun?

How do you get around the community?

Knowing What You Do Best and What You Need Help With

Take a few moments to think about the things that you do best and the things you need help with and then write them down. Get someone to help you with this, if you need it.

What You Do Best	What You Need Help With
At home:	At home:
_____	_____
_____	_____
_____	_____
At work:	At work:
_____	_____
_____	_____
_____	_____
In the community:	In the community:
_____	_____
_____	_____
_____	_____
For fun:	For fun:
_____	_____
_____	_____
_____	_____

Deciding What to Work On

Now it's time to start thinking about what things should be written into your transition plan. The best way to do this is to think about what will help you live and work where you want to-after you leave school.

Your teacher and casemanager can help you with this, but you need to decide what you want help with now and later.

Look back at your strengths and needs list and place each on one of the lists below:

Things I need help on right now (six months to 1 year from now)	Things I need help on later (1 to 5 years from now)

Getting Ready for Your Transition Plan Meeting

Here are some things to do before the meeting:

- Review what you have written in this workbook.
- Review your I.E.P. and I.P.P. from last year.
- Write down any questions you want to ask.
- Ask who else will attend the meeting and make sure that no one is left out.
- If you want help from someone else during the meeting, then ask for it.

Here are some things to do at the meeting:

- Show people this workbook and talk about the things you want to do after you leave school-like where you want to live and work.
- Be positive.
- Ask questions.
- Take notes or bring a tape-recorder.
- Remind people that it's their job to help you get the things you need to be more independent at home, at work and in the community.
- Ask for a fair hearing if you do not agree with the things that are written in your Individual Education Plan or Individual Program Plan.

A Checklist for Your Meeting

Here is a list of things you need to talk about when you meet to write out your transition plan. It's okay if you don't know all of the answers to these questions, you can get help at your planning meeting. Just check off each thing as you talk about it:

____ A place to work.

- **What kinds of jobs would you like?**
- **Would you like to work on your own (individual placement) or with others (work crew or work station)?**

____ A place to live.

- **Where do you want to live (in the city, in the country)?**
- **How do you want to live (with other people, on your own)?**
- **What kinds of help do you need (none or do you need help with cooking and cleaning)?**

____ Money.

- **How much money will you need to live on (for rent, food, fun)?**
- **What about insurance, benefits, taxes, SSI/SSDI?**

____ Home and work.

- **How will you get to and from work?**

Checklist for your meeting.....

____ Other training.

- ~ Taking the bus, taking care of money?
- ~ Sex education?

____ Doing things with other people.

- ~ Where do your friends live?
- ~ Will there be chances for you to have fun with people at work, home, family, friends?
- ~ Will you need an advocate, counselor, support group?

____ Things for fun.

- ~ What kinds of things will you do for fun at home, in the neighborhood, community?

____ Anything else that you want to talk about.

_____

_____

_____

_____